

All Saints' CEVCP School

Year 6 Curriculum Planning



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	<p>Children will:</p> <p>Develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes. Think critically about history and communicate ideas confidently.</p> <p>Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.</p> <p>Develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.</p> <p>Develop respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.</p> <p>Develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</p>					
History	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> - Viking raids and invasion - Resistance by Alfred the Great and Athelstan, first king of England - Viking kings - Viking life 					<p>Study of an aspect or theme of British history</p> <p>- changes in crime and punishment as an aspect of social history from the Anglo-Saxons to the present</p>
Geography	<p>Children will:</p> <p>Develop an excellent knowledge of where places are and what they are like.</p> <p>Develop an extensive base of geographical knowledge and vocabulary (ie. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes...)</p> <p>Develop geographical enquiry and the ability to apply questioning skills and the ability to reach conclusions from their findings.</p> <p>Develop a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.</p> <p>Develop the ability to express well-balanced opinions, rooted in excellent knowledge and understanding about current and contemporary issues in society and the environment.</p>					

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		Our changing world - Describe and understand the key aspects of physical geography - weathering, erosion, coastlines, changing landscapes, changing boundaries - Use maps, atlases, globes and digital/computer mapping to locate features studied	Mapwork - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies		
Science	<p>Children will:</p> <p>Develop the ability to think independently and raise questions about working scientifically.</p> <p>Develop confidence and competence in planning and carrying out scientific investigations.</p> <p>Develop excellent scientific knowledge and understanding when solving problems, giving explanations and reporting their findings.</p> <p>Develop high levels of originality, imagination or innovation in the application of skills.</p> <p>Develop the ability to undertake practical work in a variety of contexts, including fieldwork.</p> <p>Develop a passion for science and its application in past, present and future technologies.</p> <p>When working scientifically children will:</p> <ul style="list-style-type: none"> - Plan enquiries, including recognising and controlling variables where necessary - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models - Use test results to make predictions to set up further comparative and fair tests 				
	Light - Recognise that light appears to travel in straight lines - use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - explain that we see	Electricity - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the	Evolution and inheritance - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Animals including humans - Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs	Living things and their habitats - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and

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	<p>things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>- use recognised symbols when representing a simple circuit in a diagram</p>		<p>and lifestyle on the way their bodies function</p> <p>- Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>animals</p> <p>- give reasons for classifying plants and animals based on specific characteristics</p>
<p style="text-align: center;">ICT/ Computing</p>	<p>Children will:</p> <p>Develop competence in coding for a variety of practical and inventive purposes, including within other subjects.</p> <p>Develop the ability to connect with others safely and respectfully.</p> <p>Develop the ability to collect, organise and manipulate data effectively.</p> <p>Develop an understanding of the connected nature of devices.</p> <p>Develop the ability to communicate ideas well by using applications and devices throughout the curriculum.</p>				
	<p>Use search technologies effectively</p> <p>Appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>				<p>Ipad visual literacy project</p>
<p style="text-align: center;">Art/DT</p>	<p>In Art children will:</p> <p>Develop an impressive knowledge and understanding of other artists, craftmakers and designers from a variety of cultural backgrounds.</p> <p>Develop the ability to select materials, processes and techniques skilfully and inventively.</p> <p>Develop the ability to reflect on, analyse and critically evaluate their own work and that of others.</p> <p>In DT children will:</p> <p>Develop the ability to carry out research in order to influence and form their own ideas.</p> <p>Develop a thoroughly knowledge of which materials, tools and equipment to use to make their own product.</p>				

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	Evaluate their ideas and products against their own design criteria and consider views to improve their work.					
	3D/Collage	Electrical systems More complex switches and circuits	Food Celebrating culture and seasonality	Textiles Printing/weaving	Structures	Painting/Drawing (Links with plants topic - Impressionists)
	<p>Children will:</p> <p>Acquire new skills and knowledge exceptionally well and develop an in depth understanding of all aspects of PE.</p> <p>Develop a willingness to practise skills in a wide range of different activities in small groups and in teams and to apply their skills confidently.</p> <p>Develop knowledge of how to improve their own and others' performance.</p> <p>Develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</p> <p>Develop a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra curricula sport.</p>					
PE	OAA challenges Find them, solve them challenges - Take part in outdoor and adventurous activity challenges both individually and within a team	Invasion games Tag rugby - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending	Invasion games Hockey - Play competitive games and apply basic principles suitable for attacking and defending	Gymnastics Transition challenge Develop flexibility, strength, technique, control and balance.	Striking/fielding games Cricket - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending	Net games Tennis - Play competitive games and apply basic principles suitable for attacking and defending

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	Gymnastics Sequences (floor and apparatus) Develop flexibility, strength, technique, control and balance.	Gymnastics Group sequences (floor and apparatus) - Develop flexibility, strength, technique, control and balance.	Dance The River Perform dances using a range of movement patterns	Dance Warriors and monsters - Perform dances using a range of movement patterns		Athletic challenges Running Use running in isolation and in combination	
RE	Children will: Develop an outstanding level of religious understanding and knowledge. Develop the ability to ask highly reflective questions about religion./ challenge Develop a strong understanding of how beliefs, values, practices and ways of life within any religion cohere together. Develop the ability to link the study of religion and belief to personal reflections on meaning and purpose. Develop a wide knowledge and deep understanding across a wide range of religions and beliefs.						
	Beliefs and Questions What key beliefs people hold about God, the world and humans			Enriching Christianity Journey of Life and Death	Journey of Life and Death Why some occasions are sacred to believers and what people think about life after death	Encountering Humanism poss. Journey of Life and Death	
	Christianity How do Christians show their belief that Jesus is God incarnate?	Christianity TRINITY	Hinduism atman / Brahman	Christianity PILGRIM	Christianity Should believing in the resurrection change how Christians view life and death?	Humanism happiness	
Philosophy	Children will: Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate						
	The Bunyip of Berkeley's Creek Existence Identity		Wilfred Gordon MacDonald Partridge Memory, memories and remembering Identity		The Very Best of Friends Friendship Feeling unloved		

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			Being old		Grief	
PSHE	Alcohol, tobacco and solvents Effects of use/misuse Law related to alcohol, tobacco and solvents	Media influence Social networks/personal safety	Media bias Can newspapers be biased? How trustworthy is the information on the internet?	Growing up What is a teenager? Emotional changes Social changes Relationships Grooming Child sexual exploitation	Rite of passage Transition to a new school Looking forward	Learning about money The law and money Raffle tickets/fund raising and the law Charities and money
Music	<p>Children will: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.</p> <ul style="list-style-type: none"> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 					
French	<p>Children will: Listen attentively to spoken language and show understanding by joining in and responding Develop the confidence to speak with good intonation and pronunciation. Read carefully and show understanding of words, phrases and simple writing Understand basic grammar appropriate to the language being studied Develop an awareness of the culture of the country where the language is spoken.</p>					
	Ou vas tu?		On mange!		Le cirque	

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